

# ASSESSMENT

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As with any rigorous curriculum, assessing your students' progress through *The Lion King Experience* will allow you to track the milestones and areas for extra attention among your class. Additionally, assessment can be a useful tool for reporting to your administration, parents, and even to your students. We have created a series of tools to accompany *The Lion King Experience* to aide your assessment process. Use these tools as written, or create your own assessment protocols customized to your school's needs.

The provided assessment tools for *The Lion King Experience* include:

## **Teacher Pre- and Post-Evaluation Rubric**

In the first and last sessions of *The Lion King Experience*, students work on performing scenes for the class. This structure allows you to track progress over time. Session 1: Introduction provides a base line of your group's theater skills and abilities. By repeating the activity in Session 18: Reflection, you'll see your students' growth.

The Teacher Pre- and Post-Evaluation Rubric tracks theater skills and aligns with the anchor standards set forth in the National Core Arts Standards. Complete one rubric for each Pride during Sessions 1 and 18.

## **Pride Work Teacher Rubric**

One of the many benefits to theater education is its natural ability to cultivate many soft skills critical to success in the 21st century. In each session, *The Lion King Experience* provides students with opportunities to employ and strengthen: critical thinking, communication, collaboration, and creativity in addition to the stage skills explored throughout the activities.

The Pride Work Teacher Rubric can be used after each session to assess your students' development and use of these critical 21st Century Skills in addition to their theater-specific learning. The rubric provides a comprehensive look at each of these skills. If time and resources are lacking, assess only the categories of most use to you.

## **Pride Work Student Checklist**

Because *The Lion King Experience* features student-driven, project-based learning, the included Pride Work Student Checklist is an assessment tool that your Prides can use at the end of each session. Like the Pride Work Teacher Rubric, the Pride Work Student Checklist encourages your students to reflect on their success employing 21st Century Skills in addition to the theater skills explored in *The Lion King Experience*. You can use this assessment tool in addition to, or in place of, the Pride Work Teacher Rubric. Be sure to build in time for your Prides to adequately reflect and complete this form.

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Complete one rubric for each Pride during Sessions 1 and 18.

STANDARD	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
<p><b>CREATING:</b> (Pride Work)</p> <ul style="list-style-type: none"> <li>Students generate and conceptualize artistic ideas and work.</li> <li>Students organize and develop artistic ideas and work.</li> <li>Students refine and complete artistic ideas and work.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>Defined their roles during Pride Work. <b>All of the necessary jobs</b> were accounted for (actors, director, stage manager, etc.).</li> <li>Made creative choices to communicate setting and mood in innovative or unusual ways.</li> <li>Created specific ways for characters to move and deliberately used staging to convey meaning.</li> <li>Used their time for rehearsal successfully and frequently revised their work.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>Defined their roles during Pride Work. <b>Most of the necessary jobs</b> were accounted for (actors, director, stage manager, etc.).</li> <li>Made creative choices to communicate setting and mood in literal ways.</li> <li>Created specific ways for characters to move and paid close attention to staging.</li> <li>Used their time for rehearsal well and completed their work.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>Did not define their roles during Pride Work, but still managed to perform the scene.</li> <li>Understood the setting and mood of the scene, but did not represent it in performance.</li> <li>Incorporated minimal character movement and staging in their scene.</li> <li>Ran out of time or did not have time for revision.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>Did not define their roles during Pride Work, and did not perform the scene in the time allotted.</li> <li>Did not understand the setting or mood of the scene.</li> <li>Did not incorporate character movement or staging in their scene.</li> <li>Did not rehearse their scene successfully.</li> </ul>
<p><b>PERFORMING:</b> (Share)</p> <ul style="list-style-type: none"> <li>Students analyze and interpret work for presentation.</li> <li>Students develop and refine artistic work for presentation.</li> <li>Students convey meaning through the presentation of artistic work.</li> </ul>	<ul style="list-style-type: none"> <li>Fully communicated plot, themes, and characters during the share.</li> <li>Were fully prepared to present their work, having rehearsed thoroughly.</li> <li>Interpreted the scene; and their vision, concepts, and ideas were evident during the share through both performance and non-performance elements.</li> <li>Effectively used performance skills (volume, diction, vocal/physical expression) to enhance their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Fully understood plot, themes, and characters, and some of these items were evident during the share.</li> <li>Were confident during their presentation.</li> <li>Had strong ideas regarding their vision, and some ideas were evident during the share through both performance and non-performance elements.</li> <li>Used some performance skills (volume, diction, vocal/physical expression) to enhance their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Fully understood plot, themes, and/or characters, but these elements were not evident during the share.</li> <li>Lacked confidence during their presentation, but could be stronger with more rehearsal time.</li> <li>Did not have an overarching vision for their scene, but did include some non-performance elements in their presentation.</li> <li>Used few performance skills (volume, diction, vocal/physical expression) to enhance their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Did not understand plot, themes, and/or characters, and these elements were not evident during the share.</li> <li>Mismanaged their rehearsal time and were not prepared to share.</li> <li>Did not have an overarching vision for their scene, and did not include any non-performance elements in their presentation.</li> <li>Did not use performance skills (volume, diction, vocal/physical expression) to enhance their performance.</li> </ul>

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STANDARD	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
<p><b>RESPONDING:</b> (Reflection)</p> <ul style="list-style-type: none"> <li>Students perceive and analyze artistic work.</li> <li>Students interpret intent and meaning in artistic work.</li> <li>Students apply criteria to evaluate artistic work.</li> </ul>	<p>The Pride...</p> <p>___ Made <b>deep connections</b> to the work and processes of their peers.</p> <p>___ Made <b>new and substantial conclusions</b> about theatrical content or artistic processes.</p> <p>___ Offered <b>constructive criticism, fluently using theatrical vocabulary</b> and concepts.</p> <p>___ Frequently <b>applied ideas</b> and vocabulary <b>from other disciplines</b> to their theatrical work. <b>revised their work.</b></p>	<p>The Pride...</p> <p>___ Made <b>sophisticated connections</b> to the work and processes of their peers.</p> <p>___ Made <b>new conclusions</b> about theatrical content or artistic processes.</p> <p>___ Offered <b>constructive criticism using some theatrical vocabulary</b> and concepts.</p> <p>___ Applied <b>some ideas</b> and vocabulary <b>from other disciplines</b> to their theatrical work.</p>	<p>The Pride...</p> <p>___ Made <b>surface level connections</b> to the work and processes of their peers.</p> <p>___ Reiterated <b>conclusions</b> about theatrical content or artistic processes.</p> <p>___ Offered <b>constructive criticism using non-theatrical vocabulary</b> and concepts.</p> <p>___ Applied <b>few ideas</b> and vocabulary from other disciplines to their theatrical work.</p>	<p>The Pride...</p> <p>___ <b>Did not make connections</b> to the work and processes of their peers.</p> <p>___ <b>Did not make conclusions</b> about theatrical content or artistic processes.</p> <p>___ <b>Did not offer constructive criticism</b> or offered unconstructive criticism.</p> <p>___ <b>Did not apply ideas</b> and vocabulary from other disciplines to their thoughts on theatrical work.</p>
<p><b>Post Only — review the full Pride Journal when completing this portion of the rubric.</b></p> <p><b>CONNECTING:</b> (Pride Journal)</p> <ul style="list-style-type: none"> <li>Students synthesize and relate knowledge and personal experiences to make art.</li> </ul>	<p>___ <b>Reflected</b> on the sessions' discoveries and <b>drew deep and meaningful</b> personal connections.</p> <p>___ Applied the sessions' skills to <b>create original and innovative art.</b></p> <p>___ <b>Stated they formed deep appreciation of artistic process</b> because of connections to personal experience.</p> <p>___ Stated that artistic experiences have <b>positively transformed their lives</b> outside of theatrical learning or <i>The Lion King</i> Experience.</p>	<p>___ Reflected on the sessions' discoveries and <b>drew some</b> personal connections.</p> <p>___ Applied the sessions' skills to <b>create original art.</b></p> <p>___ <b>Stated they appreciate artistic process more</b> because of connections to personal experience.</p> <p>___ Stated that artistic experiences <b>have positively impacted their lives</b> outside of theatrical learning or <i>The Lion King</i> Experience.</p>	<p>___ Reflected on the sessions' discoveries and <b>drew few</b> personal connections.</p> <p>___ Applied the sessions' skills but <b>created derivative</b> rather than original art.</p> <p>___ <b>Adequately connected</b> artistic processes to their personal experiences.</p> <p>___ Stated that <b>some</b> artistic experiences have impacted their lives outside of theatrical learning or <i>The Lion King</i> Experience.</p>	<p>___ <b>Did not reflect</b> on the sessions' discoveries and <b>made no personal connections.</b></p> <p>___ <b>Did not apply</b> the sessions' skills and <b>did not create art.</b></p> <p>___ <b>Did not connect</b> artistic processes to their personal experiences.</p> <p>___ <b>Did not state</b> that theatrical learning or <i>The Lion King</i> Experience impacted them in any way.</p>
<b>TOTAL:</b>				
<b>COMMENTS:</b>				

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Complete one rubric for each Pride after each session.

SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
<p><b>CRITICAL THINKING:</b></p> <p>Looking at problems in new ways, considering many solutions, and ultimately solving the challenge as a group.</p>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ Generated <b>many ideas</b> as a group.</li> <li>___ Identified and <b>embraced challenges</b> and <b>found joy</b> in working toward solutions.</li> <li>___ Innovated and <b>built on the opinions of each Pride member.</b></li> <li>___ Formulated an <b>exemplary solution</b> based on the ideas generated.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ Generated <b>several ideas</b> as a group.</li> <li>___ Identified challenges and <b>worked toward solutions.</b></li> <li>___ Incorporated ideas from <b>multiple Pride members.</b></li> <li>___ Formulated a <b>successful solution</b> based on the ideas generated.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ Generated at least <b>one idea</b> as a group.</li> <li>___ Identified challenges but <b>struggled to find solutions.</b></li> <li>___ Involved <b>some, but not all, members</b> in the brainstorming.</li> <li>___ Formulated a <b>solution with potential</b> based on the ideas generated.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ <b>Did not generate any ideas</b> as a group.</li> <li>___ <b>Did not identify challenges</b> or saw them as road-blocks to solutions.</li> <li>___ <b>Did not brainstorm</b> or did not understand the challenge.</li> <li>___ Was <b>unable to complete</b> the Pride Challenge.</li> </ul>
<p><b>COMMUNICATION:</b></p> <p>Sharing ideas during brainstorming sessions <i>and</i> with the audience during the share.</p>	<ul style="list-style-type: none"> <li>___ <b>Listened and responded</b> to ideas <i>and offered helpful</i> advice and opinions.</li> <li>___ Stayed on the same page and <b>focused its time on work rather than clarifying</b> misunderstandings.</li> <li>___ Used bodies and voices to share ideas with an audience in an <b>engaging and exciting way.</b></li> <li>___ The Pride Leader <b>listened, responded, and facilitated with respect</b> and attention to all Pride members.</li> </ul>	<ul style="list-style-type: none"> <li>___ <b>Listened and responded</b> to ideas.</li> <li>___ Communicated with one another while <b>rarely having to clarify</b> misunderstandings.</li> <li>___ <b>Used bodies and voices</b> to share its work with an audience.</li> <li>___ The Pride Leader <b>attempted</b> to facilitate with respect and attention to all Pride members.</li> </ul>	<ul style="list-style-type: none"> <li>___ <b>Attempted to listen</b> and respond to ideas, but <b>some conflicts arose.</b></li> <li>___ Attempted to work together, but <b>often misunderstood one another</b> and spent time clarifying intentions.</li> <li>___ <b>Attempted to use their bodies and voices</b> to share their work with an audience.</li> <li>___ The Pride Leader was <b>not able to facilitate</b>; or the Pride members <b>did not listen</b> to the Pride Leader, but the Pride <b>still accomplished its goals.</b></li> </ul>	<ul style="list-style-type: none"> <li>___ <b>Did not listen and respond</b> to ideas.</li> <li>___ Did not understand one another, and <b>made no effort</b> to do so.</li> <li>___ <b>Did not use bodies and voices</b> to share ideas.</li> <li>___ Was <b>unable to share ideas</b> successfully.</li> <li>___ The Pride Leader <b>mismanaged the group</b> or the Pride members <b>did not listen</b> to the Pride Leader. The Pride <b>did not accomplish its goals.</b></li> </ul>

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SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
<p><b>COLLABORATION:</b></p> <p>Working as a Pride to reach a goal in a positive and successful way.</p>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ Actively included all members and <b>each member had a specific role</b> for the day.</li> <li>___ Worked together with <b>no real conflict</b>, and/or disagreements <b>easily</b> led to better ideas and deeper understanding.</li> <li>___ <b>Established a “best idea wins” mentality</b> and put the work before individual needs.</li> <li>___ Had a successful day of work and the Pride members <b>formed deeper bonds</b>.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ <b>Successfully included all members</b> during the work for the day.</li> <li>___ Worked together with <b>no real conflict</b>, and/or disagreements <b>eventually</b> led to better ideas and deeper understanding.</li> <li>___ Put the work first and <b>piggy-backed on ideas well</b>.</li> <li>___ Worked well together and had a <b>successful day of work</b>.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ Tried to include all group members; <b>some may have felt left out</b>.</li> <li>___ Attempted to work together, but had an <b>unproductive disagreement</b>.</li> <li>___ <b>Struggled with building off of each other’s ideas</b>, and individual preferences sometimes won out.</li> <li>___ Was able to <b>recover from disagreements</b> and keep working.</li> </ul>	<p>The Pride...</p> <ul style="list-style-type: none"> <li>___ <b>Was not inclusive</b> of all of its members.</li> <li>___ Had an unproductive disagreement, resulting in <b>real conflict</b>.</li> <li>___ <b>Did not build off of each other’s ideas</b>, or an individual’s preferences were exclusively pursued.</li> <li>___ <b>Was not able to recover from disagreements</b> and stopped working.</li> </ul>
<p><b>CREATIVITY:</b></p> <p>Developing ideas into new and novel solutions.</p>	<ul style="list-style-type: none"> <li>___ Generated <b>many imaginative and original solutions</b> and successfully developed one into a novel result.</li> <li>___ Encouraged <b>all members</b> to express themselves fully and <b>infused their own personalities into their art</b>.</li> <li>___ Worked <b>flexibly</b> and <b>nimbly used all limitations</b> or resources to inform their work.</li> <li>___ <b>Remained motivated</b> by the task at hand and <b>found joy</b> in creating ideas or art for the Pride members’ <b>own fulfillment</b>.</li> </ul>	<ul style="list-style-type: none"> <li>___ Generated <b>an imaginative and original solution</b> and successfully developed it into a novel result.</li> <li>___ Encouraged <b>many members</b> to creatively express themselves.</li> <li>___ Worked <b>flexibly</b> and <b>used some limitations</b> or resources to inform its work.</li> <li>___ <b>Remained motivated</b> by the task at hand and certain extrinsic factors. While the Pride members found some joy in creating ideas or art for their own fulfillment, they were also <b>motivated by extrinsic factors</b>.</li> </ul>	<ul style="list-style-type: none"> <li>___ Generated a <b>rudimentary solution</b> or <b>replicated an existing idea</b> (example: replicated designs from <i>The Lion King</i> on Broadway)</li> <li>___ Encouraged a <b>few members</b> to express themselves during the Pride work or share.</li> <li>___ Attempted a solution, but <b>sometimes struggled with flexibility</b> and saw limitations as a road block.</li> <li>___ <b>Overcame initial motivation struggles</b> when reminded of academic achievement or audience response.</li> </ul>	<ul style="list-style-type: none"> <li>___ <b>Did not generate any solutions</b> or did not understand the Challenge Sheet.</li> <li>___ Was not comfortable with self-expression, and <b>no members of the Pride expressed themselves</b> at any point in the session.</li> <li>___ <b>Was inflexible;</b> if a limitation or unexpected resource was encountered, the Pride members gave up.</li> <li>___ <b>Was unmotivated</b> by both intrinsic and extrinsic factors.</li> </ul>

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SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
<p><b>STAGE SKILLS:</b></p> <p>Learning, applying, and building on domain specific concepts, language, and disciplines.</p>	<p>The Pride...</p> <p>___ <b>Integrated all new stage skills</b> from the session into their Pride challenge.</p> <p>___ <b>Used many previously learned concepts and skills</b> to inform its Pride work.</p> <p>___ <b>Used new and previously learned theatrical vocabulary</b> during Pride work.</p> <p>___ <b>Easily</b> used stage skills during the share; <b>all members</b> of the Pride used volume and diction during the share.</p>	<p>The Pride...</p> <p>___ <b>Attempted to integrate new stage skills</b> from the session into its Pride challenge.</p> <p>___ Used <b>some</b> previously learned concepts and skills to inform its Pride work.</p> <p>___ Used <b>some</b> new and previously learned theatrical vocabulary during Pride work.</p> <p>___ Used stage skills during the share, but <b>some skills were missing or were weak</b>; a majority of the Pride used volume and diction during the share.</p>	<p>The Pride...</p> <p>___ Attempted to integrate new stage skills from the session into its Pride challenge, but was <b>inconsistent or unsuccessful</b>.</p> <p>___ Used <b>a few</b> previously learned concepts and skills disciplines to inform its Pride work.</p> <p>___ Used <b>little</b> new and previously learned theatrical vocabulary during their Pride work.</p> <p>___ Attempted to use stage skills during the share, but its <b>choices were unclear</b>; the Pride <b>struggled to use volume and diction</b> during the share.</p>	<p>The Pride...</p> <p>___ <b>Did not use new stage skills</b> from the session.</p> <p>___ <b>Did not use previously learned concepts and skills</b> to inform its Pride work.</p> <p>___ <b>Did not use previously learned theatrical vocabulary</b> during Pride work.</p> <p>___ <b>Did not use stage skills during the share</b>; the Pride struggled to use volume and diction during the share.</p>
<p><b>TOTAL:</b></p>				
<p><b>COMMENTS:</b></p>				

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PRIDE NAME:

SESSION:

PRIDE LEADER

**Directions:** Work with your Pride to complete the form. Check “yes” if the sentence is true for your Pride, or check “not today” if the sentence is not true for your Pride.

**1. Critical Thinking**

We solved problems by coming up with a lot of different ideas.  Yes  Not today

We embraced challenges and had fun brainstorming a solution together.  Yes  Not today

**2. Communication**

We listened to one another’s opinions and responded with ideas to improve our work.  Yes  Not today

We used our bodies and voices to share our work in an exciting way.  Yes  Not today

**3. Collaboration**

We worked together to successfully complete our Pride Challenge.  Yes  Not today

We solved disagreements by using calm voices and kind words. We compromised.  Yes  Not today

**4. Creativity**

We came up with a new and imaginative idea.  Yes  Not today

We all expressed ourselves.  Yes  Not today

**5. Stage Skills**

We used the skills we learned during class to the best of our ability.  Yes  Not today

We all used volume and diction during our sharing.  Yes  Not today

If you checked “not today,” describe what happened to prevent your Pride from achieving this goal. How can your Pride improve on this for the next session?

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